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Presentation 2.

WHO/WHAT LIKES ME AND WHY?

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Referent people with “bad behavior”.
Why do some people follow/admire them?

These pressures from peers and men with aggressive attitudes and behaviors are part of the dominant coercive discourse (CDD) that imposes the link between attractiveness and violent attitudes: “due to unbalanced power relations between men and women, this dominant coercive discourse (e.g., through television, teen magazines, social networks, popular media, among others) influences the socialization of many girls and women by linking attractiveness to people with violent attitudes and behaviors). (Puigvert et al., 2019, 2)

COERCIVE DOMINANT DISCOURSE

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How do i choose my friends, who do i like, what models do i follow/admire, what and who influences me?

FAMILY
INTERNET
FRIENDSHIPS
TV SERIES
TEACHING

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CASE STUDY 1

A girl arrives new to the school, in the fourth grade. After a few weeks of getting to know the group, she becomes good friends with a boy in the class. They get along well, have a good time playing in the playground and even talk to her parents to meet up at her house and play some afternoon games.
When the rest of the class notices they start talking about them, first without them hearing it, saying that they like each other, that they are boyfriend and girlfriend, that they must like each other if they are such good friends. After a few days the girls in class start telling the girl that she has already kissed him, that they have a date, that he has to be her boyfriend, etc.... She gets nervous and confused. She was having a good time but now she feels overwhelmed and doesn't know if she

drifting apart and losing the relationship.

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Proposals for debate

- What do you think?
- How have the protagonists acted?
- Are you putting pressure on yourself?
- How could it have been acted upon?

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Three models of masculinity

Dominant traditional masculinity (MTD)

Oppressed traditional masculinity (MTO)

New alternative masculinities (NAM)

Flecha, R., Puigvert, L., & Ríos, O. (2013). The New Masculinities and the Overcoming of Gender Violence. *International and Multidisciplinary Journal of Social Sciences, 2*(1), 88-113.

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- Attractiveness to violence
- Successful and attractive attitudes of domination
- Coercive dominant discourse of attraction

DTM
DOMINANT TRADITIONAL MASCULINITY

- Domination attitudes towards girls and towards non-dominant boys
- Exercise bullying, ciberbullying, gender violence and sexual harassment.
- Without good values and feelings

OTM
OPRESSED TRADITIONAL MASCULINITY

- Attitudes with egalitarian values and ethics, without attractive
- Insecurity
- No position against dominant masculinities
- Dominated by dominant boys and by girls

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New Alternative Masculinities

RIMCIS – International and Multidisciplinary Journal of Social Sciences
Vol. 2 No. 1 March 2013 pp. 88-113

The New Alternative Masculinities and the Overcoming of Gender Violence

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Abstract

Research about masculinities gathers different topics from diverse disciplinary perspectives. One of the topics has been the analysis of the effect of the perpetuation of the traditional heterosexual model of masculinity upon gender violence. Recent scientific evidence about the reproduction of this social problem has shown the existence of three different types of masculinities (in the sense of the weberian ideal types): Dominant Traditional Masculinities (DTM), Oppressed Traditional Masculinities (OTM), and New Alternative Masculinities (NAM). The first two types contribute to perpetuate violence against women, while the latter allows preventing it and, consequently, leads to its overcoming. This article approaches the existence of these three types of masculinities and analyses both their characteristics and the consequences they have for the prevention of violence against women. It presents evidence about the link between language of ethics and language of desire that is found in NAM and which is the key element that explains its preventive effect regarding violence against women.

NAM refuse relations based on power, non egalitarian relations with chauvinisme and select relations based on feelings, solidarity and transformation.

- **Security and self-confidence**
- **Courage y force to take position**
- **Refuse double standard and violence**
- **With attractive and social value**

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CASE STUDY 2

In fifth grade, a group of girls are talking in the playground about Mark, who is the typical class bully. Two girls tell Ana that Mark has to be her boyfriend, that he's very handsome, that he's very strong.... Ana had never thought about it, but the comments are repeated over and over again, and Ana begins to feel “the center” of the conversations.

The two girls talk to Mark about Ana, telling him that she would like to be his girlfriend. In the end, Ana agrees to be Mark's girlfriend to look good in front of her friends, thinking that this way everything will be fine.

From that moment on, Mark starts to despise and laugh at Ana and the rest of the boys start to laugh at her all the time. Ana feels lonely, the girls no longer look for her to play with her

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Proposals for debate

- What do you think?
- How have Ana's friends acted?
- How has Ana acted?
- What do true friends do?
- What do you think about Mark?
- What models of masculinity are reflected?

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Breaking coercitive dominant discourse, giving attractiveness to non-violence

TREAT WELL WHO TREAT ME WELL

IGNORE WHO TREAT ME BADLY

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